

**The Utah State Office of Education Presents
the 2003 Elementary Arts Networking Conference**

“The Arts Pay Big Dividends-Diversify Your Portfolio!”

Classroom Integration for a Theatre Infinity Event

A PROCESS DRAMA experience unpacking the Theatre Infinity Event entitled ***Indian Health Service*** by Aden Ross and performed by professional actors Ann Decker and Tony Larimer.

Session Presenters:

David Dynak
Kathy Caldwell
Kori Wakamatsu
Suzanne Parry
Terrie Stokes
Xan S. Johnson

Requirements – Open space room; Native American recorded flute compositions by Mary Youngblood entitled *Within My Heart* (7-3:09) & *Above the Mother Earth* (10-3:51); paper plates; magic-markers; whiteboard; masking tape, copy of Aden Ross’ original script – *Indian Health Service*, and a process drama lesson plan with a teacher resource bibliography.

ACTIVITIES

1. OPENING RITUAL BUILDING - As session Participants enter the drama space for a 90-minute session, each Participant is given a white paper plate. Then, each Participant reads and follows the written instructions appearing on the whiteboard telling them how to use their paper plate. The title *Indian Health Service* appears on a wall and teachers must create a “meaning site” by placing their plates ritualistically around the title on the wall. (Time: 5-8 minutes)
2. CHARACTER MUSEUM - Divide the Participants into two groups: one group represents MABLE and other group represents the DOCTOR. Each Participant must come up with one line and one action that

depicts one moment- common or extraordinary - in the life of their character that is not provided by the script that helps build the missing context of a character's life leading up to when the two characters meet in *Indian Health Service*. This is called "character context building." Working one character group at a time so the other group can observe the process, we build an action exhibit in our "character museum." As Participants TAKE SPACE, they walk to an open space, then speak their line and share their action in character. Once finished, they freeze in an action pose as a museum statue of their character. Before moving on to the second group each session leader selects one participant to repeat their performance as an example of excellence. Repeat this process with the second group. Example: The Doctor might say: "It's a boy!" He might then freeze in the action of handing the baby to its Mother. (Time: 10-15 minutes.)

3. HOT SEAT (Doctor) This activity explores the question – why does the DOCTOR come to the reservation? What unknown events motivate him? Participants with ideas about possible answers to these questions move into the HOT SEAT and answer probing questions by other participants. (Time: 5-7 minutes)

4. WRITING IN-ROLE - Participants write letter's home in-role as the DOCTOR. (Time: 5-7 minutes)

5. SOUND COLLAGE BUILDING (Time: 1-2 minutes)

6. PLAYBUILDING – A PERFORMANCE ON THE REZ The rubric: sound, movement, picturization, shared narration and playing multiple roles. - from John Kauffman's *According to Coyote*. (Time: 15-20 minutes)

7. CLIMAX BUILDING - Establishing the climax of the piece, and how graphing can help. Participants work in small groups. (Time: 10-15 minutes)

8. MONOLOGUE INTERPRETIVE DANCE – David and Xan narrate Mable's end of play monologue, as Kori creates an interpretive dance to the words. Native American recorded flute composition by Mary Youngblood entitled *Dream With Me (9-6:05)* supports the movement and narration. (Time: 5-7 minutes)

9. WORD-SCAPE BUILDING – Participants will create an abstract scene through movement and words representing the scene where Mable "reads" the Doctor's pain coming from his headache. (Time: 5-7 minutes)

10. CLOSING RITUAL BUILDING - Using the paper plates to enhance and rethink, teachers reclaim their plates from the wall and with magic-markers enrich and/or change intended meaning. The Participants bring their plates with them to a Perceive/Reflect ending discussion. (Time: 5-6 minutes)

11. PERCEIVE/REFLECT ASSESSMENT - and brainstorming about extensions to future cross-curricular work departing from this Infinity Event. (Time: 3:36 minutes – the time it takes to play Mary Youngblood’s classically influenced Native American piece entitled *And We Can Dream.*)

Teacher Resources

Teaching Literacy through Drama (Patrice Baldwin & Kate Fleming, 2003) ISBN: 0-415-25578-3

Creative Drama in the Classroom (Nellie McCaslin, 2000) ISBN: 0-8013-3073-4

Drama Structures: A Practical Handbook for Teachers (Cecily O’Neill & Alan Lambert, 1994) ISBN: 0-435-08608-1)

--